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ABSTRACT

This report summarizes the proceedings, findings, and recommendations of the Ohio Vocational Advisory Council for the 1971-72 year concerning vocational education within the State. Formed in 1969, the Council is composed of 22 persons from labor and management, industrial and economic development, educational institutions, local boards of education, vocational education, and the general public. The Council engaged in a number of research and evaluation projects during the year among which were the following studies: (1) a high school evaluation, (2) a home economics impact and family life program, (3) a health service occupations survey, (4) a study of supportive services, and (5) a young adult study. A brief summary of each of the projects is included as are appendixes listing budgetary allocations and expenditures. (SN)

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Education for Employment in Ohio

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3rd annual report 1972

The Ohio Advisory Council for Vocational Education

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THIRD

ANNUAL REPORT

OHIO ADVISORY COUNCIL

FOR

VOCATIONAL EDUCATION

1972 - 1973

Submitted to Dr. Martin Essex, State Superintendent of Public Instruction and the State Board of Education for review and transmittal to the Commissioner of Education, U. S. Office of Education and to the National Advisory Council.

November 1972

FOREWORD

The Ohio State Board of Education authorized Dr. Martin Essex, State Superintendent of Public Instruction, to appoint an Advisory Council for Vocational Education. This Council was organized May 14, 1969 to serve in an advisory capacity to the State Board of Education, the State Department of Education and the Division of Vocational Education, and has been actively involved since its inception.

The Council is broadly representative of the citizens of Ohio in that it includes management, labor, minorities, women, the disadvantaged, agriculture, government, education and the general public. It was a voice in the development of the long-range and annual State Plans for Vocational Education for Fy 73 and gave approval to its provisions. Members of the Council visited facilities, examined programs, researched concerns and proposals, and made recommendations.

At no point during Council and numerous committee meetings did the personal interests and agendas of the members interfere with their working as a dedicated group. Ethnic, racial and socio-economic backgrounds of both Council members and students were vital parts of deliberations. Vocational Education for people who come from a variety of sub-cultures was the backdrop for the in-depth study, evaluation and decision-making. The challenge of meeting educational needs was wholeheartedly accepted as we evaluated the effectiveness, development and progress of Ohio's vocational education efforts. Our major concern was and is vocational education and the types of program designs that meet the varied needs of students at all levels of our society and throughout the state.

We hope this Report will give you a better understanding of the work of the Ohio Advisory Council, the progress being made in Vocational Education in Ohio and its significant impact.

Joseph A. Hall
Chairman

October, 1972

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COUNCIL ORGANIZATION

The Ohio Advisory Council for Vocational Education was organized in 1969 under the provisions of Public Law 90-576. It is mandated by Congress and the members are appointed by the Ohio State Board of Education. The purposes are to advise the State Board of Education, evaluate the Vocational Education program in Ohio, recommend changes and prepare and publish an annual evaluation report. The Council is composed of 22 members, selected to represent the various categories of membership as designated in the Act. These are as follows:

Labor and Management:

Labor:

Dr. Leo Dugan, Executive Secretary-Treasurer, Akron Labor Council, AFL-CIO, Akron

Frank King, President, Ohio AFL-CIO, Columbus

Management:

Jesse W. Fulton, General Office Manager, Addressograph Division, A-M Company, Cleveland (Past Chairman, Advisory Council)

Ray Normandin, Plant Manager, Toledo Machining Plant, Chrysler Corporation, Perrysburg

Ray R. Runser, Director, Industrial Relations, Lima Division, Clark Equipment Company, Lima

State Industrial and Economic Development:

Dr. David G. Sweet, Director, Ohio Economic and Community Development, Columbus

Educational Institutions:

Robert Durbin, Superintendent, Four County Vocational School, Archbold

George Hargraves, Jr., Superintendent, Meigs Local School District, Middleport

Dr. Max J. Lerner, Vice Chancellor, Ohio Board of Regents, Columbus

Dr. Willis E. Ray, Professor, Industrial Arts Education, The Ohio State University, Columbus

Local Boards of Education:

Mrs. James Shellabarger, former member of Board of Education, Dayton City Schools (Second Vice Chairman, Advisory Council)

Vocational Education:

Familiar with Programs in Comprehensive Secondary Schools:
Dr. Donald V. Healas, Director, Technical-Vocational Education, Cleveland City Schools

Familiar with Programs but not Involved in Administration:
D. Ray Purkey, Education Consultant, Somerset

Manpower and Vocational Education Agencies:
William Papier, Director, Research and Statistics, Ohio Bureau of Employment Services, Columbus

School Systems - with large concentrations of disadvantaged students:
Dr. Robert E. Lucas, Superintendent, Princeton City Schools

Physically or Mentally Handicapped:
Mrs. Harold F. Banister, Executive Director, Vocational Guidance and Rehabilitation Services, Cleveland

General Public:

Agriculture:
Dean Simeral, Director of State Activities, Public Affairs, Department, Ohio Farm Bureau Federation, Columbus (First Vice Chairman, Advisory Council)

Merchandising:
Karl Kahler, Vice President, Ohio State Council of Retail Merchants, Columbus

Parent-Teachers Association:
Mrs. Joseph Ware Foster, President, Ohio P.T.A., Springfield (Secretary, Advisory Council)

Poor and Handicapped (Knowledgeable about):
Hugh Frost, Assistant to the President, Youngstown State University

Joseph A. Hall, Director, Urban League of Greater Cincinnati (Chairman, Advisory Council)

Private Vocational Schools:
Charles Harbottle, President, Miami-Jacobs Junior College of Business, Dayton

COMMENDATIONS AND RECOMMENDATIONS

The Ohio Advisory Council for Vocational Education continued its research and evaluation efforts during the past year, noting marked progress in making a broad program of Vocational Education available to youth and adults throughout Ohio. The Ohio State Board of Education, Dr. Martin Essex, State Superintendent of Public Instruction, and Dr. Byrl Shoemaker, State Director of Vocational Education, and their staffs are to be commended for the vision they have shown in projecting a comprehensive program of Vocational Education which is unique.

This program has been enthusiastically implemented and this effort is reflected in the fact that since 1969 local funds matched by State Bond Issue No. 1 funds and a lesser amount of federal funds have:

a. *Provided training facilities, constructed or under construction, to serve 59,114 youth and 88,671 adults annually.*

b. *Made possible the increase in enrollment of all students in job training in Ohio from 59,305 in 1969 to 91,293 in 1972, an increase of 54%.*

c. *Enabled Ohio schools to double the number of different vocational training programs offered, now 153.*

This remarkable progress was made possible through legislation enacted by the Ohio Legislature. The Ohio Advisory Council for Vocational Education therefore, in regular session, adopted a resolution commending the Legislature for:

1. *Action which changed the procedure for allocating Vocational Education funds in a manner which will assist non-additional aid districts with the expansion of vocational programs.*

2. *Enacting a tax revision program which provides greatly increased funds to local school districts and a reduction in real estate taxes.*

3. *Enacting H.B. 475 authorizing the funding of additional vocational units. This pattern, if continued, will enable*

Ohio to attain its goal of providing vocational education to 40% of our high school students by 1975.

Additional efforts need to be made, however, if our goal of meeting the occupational education needs of students at all levels of our economy, for all levels of ability and in all sections of the state is to be attained. To this end the Ohio Advisory Council makes the following recommendations, with supportive information regarding each.

RECOMMENDATION 1.

The Ohio State Board of Education should urge the Legislature to appropriate additional matching funds for the construction of vocational facilities as mandated by the 108th General Assembly.

Why should this be done?

a. The 108th General Assembly mandated that Ohio school districts provide adequate programs of vocational education for all youth and initiate a planning effort to establish the necessary students and tax base. The Ohio State Board of Education established minimum standards requiring the availability of vocational opportunities for 40% of the students enrolled in Grades 11 and 12 by 1974.

b. Since July 1970, thirty-eight planning districts, including twenty-one joint vocational school districts, have received funding and are in operation or being constructed. These districts have all received allocations from state and federal funds to match locally voted dollars. As of August 1, 1972 twenty-two joint vocational school districts are in operation and five are under construction.

c. Eleven districts, including six joint vocational school districts, have voted their local levies, as of August 1, 1972, with the expectation that the state would match on a 50-50 basis the local funds for the construction of these facilities.

d. Twenty-four additional joint vocational school districts are organized but have not as of this date passed their construction and operation levies. Twenty-five individual and contracting districts also project the need for construction funds. No state funds are available at this time to match locally voted funds.

RECOMMENDATION 2.

The Ohio State Board of Education should encourage school districts to coordinate the delivery of adequate supportive services. This would include items such as general health, early identification of learning disabilities, referral assistance for sight and hearing problems and emotional disorders.

Why should this be done?

a. This will help handicapped students to develop to their highest potential in preparing for the work world.

b. A review of experiences at Mahoning Valley Vocational Center, a residential center organized for students who dropped out of high school, indicated that over one-half of all youth enrolled were eligible for vocational rehabilitation services and had not had such services.

c. A survey made in the Penta County Joint Vocational School revealed that one student in six was found to be in need of some type of supportive service.

d. Many school units are of insufficient size to provide these services. Tax and student bases of considerable size are needed to provide these services economically.

RECOMMENDATION 3.

The Ohio State Board of Education should encourage legislation to permit the maintenance allowance for special education units to be paid to joint vocational school districts within the Foundation allowance.

Why should this be done?

a. An Attorney General's opinion indicated that special education units could be paid to joint vocational school districts, but because of the wording of the Foundation Law, the $4,000 maintenance allowance included in the unit for other school districts cannot be paid.

b. The Joint Vocational School District can offer programs to provide vocational services to special education students, but the services of special education teachers are required for the remainder of the educational program and such districts are penalized in the funding of special education units as indicated in (a) above.

c. Combinations of vocational rehabilitation, special education and vocational education programs are possible in joint vocational school districts, as demonstrated by the Jefferson Center in Toledo and facilities under construction in the Penta County Joint Vocational School. Special Education units are needed to implement programs in this cooperative effort.

RECOMMENDATION 4.

The Ohio State Board of Education should continue to emphasize the necessity for and the advantages of Local Advisory Committees to keep vocational programs and vocational guidance counseling relevant to the needs of students, labor, business and industry. These Advisory Committees should be fairly representative of the community.

Why should this be done?

a. Research done by a reputable research organization for the Ohio Advisory Council revealed the following:

   The extent to which advisory committees are used appears to be related positively to the breadth and depth of vocational offerings in the school.

   Local citizens are willing and anxious to serve as members of advisory committees.

   Only one-half of the schools studied used advisory committees when the study was made.

b. Participants in 13 Forums conducted by the Ohio Advisory Council frequently commented on the need for schools to work more closely with local people. Advisory committees seem to accomplish this.

c. Council member visitation and tours revealed that minority groups were not adequately represented.

RECOMMENDATION 5.

The Ohio State Board of Education should urge that all federal funds available for all types of vocational education and/or training or retraining, be channeled through the United States Office of Education and its counterparts at state and local levels.

Why should this be done?

a. The present federal, state and local systems of vocational education have demonstrated the ability to deliver vocational manpower services to a large number of youths and adults at a reasonable investment level.

b. The delivery system through vocational education in public schools has proved that it generates approximately $6.00 of state and local dollars per each federal dollar invested in the program.

c. Report Number 2 of the National Advisory Council, issued November 2, 1969, pointed out the futility of the emergency manpower program, initiated at the national level, to stop the flow of manpower into the pool of the unemployed.

d. Schools are organized to administer this program effectively and economically using the existing facilities.

RECOMMENDATION 6.

The Ohio State Board of Education should encourage improved planning by local Boards of Education for vocational programs to serve the disadvantaged and handicapped.

Why should this be done?

a. Preliminary surveys obtained from certain areas showed a range of 17% to a high of 67% in one area, of students who are in need of modified vocational programs and special services.

b. Surveys show there is a need to provide vocational programs for physically handicapped persons.

c. Projects based on an analysis of needs, and priorities in meeting these needs, resulted in the best use of available funds.

RECOMMENDATION 7.

The Ohio State Board of Education should increase its promotion and encouragement of the concept of Career Education in Ohio schools. Increased funding should be provided by the state for the expansion of the career motivation, orientation and exploration programs, in accordance with the objectives of the State Department of Education as recommended by the Division of Vocational Education. These are realistic and acceptable objectives, established to serve all youth by 1980. The Ohio State Board of Education should continue to encourage cooperation between the Divisions of Vocational Education, Guidance and Testing and Elementary and Secondary Education in the promotion of Career Education concept.

Why should this be done?

a. Vocational Education makes a unique contribution to the total career education program. Leadership for the career education movement in Ohio has been provided by the Division of Vocational Education in the State Department of Education, with cooperation from the Division of Guidance and Testing and the Division of Elementary and Secondary Education. Some funds from the Federal Vocational Education Amendments of 1968 (P. L. 90-576) allocated to the state have been used to develop pilot programs in selected schools in Ohio.

b. Career education is for all persons from kindergarten through post-high school and adult programs. Career education must be delivered by all teachers and school personnel representing all subjects and programs of the school, using all community resources at their command.

c. The success of the pilot Career Education programs has encouraged the expansion of these programs. The expansion has been possible only through state funds allotted to the Division of Vocational Education in the State Department of Education budget.

d. The competitive position of our nation will depend upon the willingness and ability of all people to effectively participate in the world of work.

RECOMMENDATION 8.

The Ohio State Board of Education should encourage legislation to eliminate the restrictions which prevent high school graduates from taking licensing examinations through programs at the high school level. This restriction is placed on high school students even though they are prepared to meet the Standards for Licensing by completing high school level programs.

Why should this be done?

a. Information gained through studies and comments made during Forums indicate that such restrictions inhibit the effort to assist students in preparing for career objectives.

b. These restrictions stem from such groups as State Licensing Boards and Professional Associations.

c. Graduates from Practical Nursing Training Programs in three high schools have successfully passed licensing examinations and their services have been found to be highly satisfactory.

RESULTS FROM FISCAL 1971 RECOMMENDATIONS

The 1971 Annual Report of the Ohio Advisory Council contained nine recommendations to the Ohio State Board of Education. Reactions of these recommendations, and action resulting from them, are contained in this section.

1970-71 Recommendation 1

The State Board of Education, through the Division of Vocational Education, should continue its efforts to promote the adequate funding of the 30 plus joint vocational districts planned but not currently funded. The State Division should assist these local schools in their local levy campaign to a greater extent than they have in the past. Funding for buildings and equipment costs should remain basically at the 50% level. The State Legislature should provide the necessary matching funds for the continued operation and support of the vocational centers.

COUNCIL REPORT:

This recommendation was partially implemented. Four additional joint vocational school districts have voted local funds for the establishment of physical facilities and equipment for vocational education. All of the remaining joint vocational school districts have tried and will continue to try to obtain necessary locally voted funds. There is no basis in Ohio for the establishment of facilities and equipment without locally voted dollars.

On the basis of the recommendation from the Advisory Council that greater assistance be provided to local districts voting for funds, the Division of Vocational Education prepared a film to better describe the organization and operation of a joint vocational school. This film was made available for the May, 1972 primary. Reports indicate it was helpful in providing information to local communities.

Situation as of July 1, 1972:

Levies for facilities voted by local school districts which will require matching funds	$13,512,566

	Brought forward	$ 13,512,566
These facilities would serve 7,111 high school students and 10,677 adults.		
Available funds for matching:		
Bond issue No. 1	$ 377,031	
Anticipated federal vocational funds	$4,500,000	$ 4,877,031
Additional matching money needed to match local funds already voted		$ 8,635,535
Additional state matching money needed by July 1, 1973 if programs as planned are approved by voters		$ 44,439,570

RECOMMENDATION 2

Large city operational funding for vocational education should be the same as in other sections of Ohio. The State Division of Vocational Education should continue experimental, flexible programs within large cities to better serve the needs of inner-city youth and adults.

COUNCIL REPORT:

This recommendation was implemented through the recommendation to the legislature made by the State Board of Education and action of the Legislature to change the foundation program. Under the provisions of the new foundation program, major cities will receive the same allocation for vocational units as provided to suburban and rural areas. Efforts have been continued by the Division of Vocational Education to assist the major cities to better serve the needs of the inner city youth and adults. A series of planning meetings was held with representatives from major cities responsible for such planning and a planning guide was developed.

Follow-up visits have been made by the Assistant Director for Special Needs in the Division to each of the major cities to assist them to implement the planning model.

RECOMMENDATION 3

The Division of Vocational Education should move forward as rapidly as possible to implement an elementary school program on work motivation and Career Exploration; the junior high program on work exploration; and the senior high program of vocational preparation as contained in the objectives of the State Department of Education, to be attained by 1975.

COUNCIL REPORT:

The Division of Vocational Education has continued to expand the career motivation, orientation and exploration programs in accordance with the objectives established. Growth, however, has not been as rapid as projected by the time line in the objectives, since the legislature did not appropriate the amount of funds requested for this activity and federal funds have not been increased in accordance with the massive publicity given to career education. Persons served through these programs have increased from 26,000 to 39,000 between Fy 71 and Fy 72 and will increase to 108,000 in Fy 73 on the basis of the amount of funds provided by the state legislature for the expansion of this program.

RECOMMENDATION 4

The State Superintendent of Public Instruction should encourage the Division of Teacher Certification to give serious consideration to certifying vocational guidance counselors on the basis of work experience in place of some education requirements enabling them to provide more realistic guidance to high school youth, with emphasis on career selection.

COUNCIL REPORT:

In order to implement recommendation #4, it is necessary to change the Teacher Certification requirements for vocational guidance counselors.

The certification requirements were revised in 1970. It has been the policy of the State Board of Education to make periodic revisions of the certification requirements on 5 and 10 year intervals, therefore the recommendation was not implemented at this time.

RECOMMENDATION 5

The Division of Vocational Education should immediately embark on an extensive public information program to improve the image of vocational education to the citizens of Ohio. Sufficient funds should be made available to employ a staff for this purpose.

COUNCIL REPORT:

The implementation of this recommendation remains a constant responsibility of all people involved in education in the State of Ohio. This includes not only the Division of Education, the Advisory Council for Education, but all local educators. Every effort is being made to improve the image of vocational education and great strides have been made over the past eight years. Attitudes are relative and the council can see continual improvement. A person has been added to the staff of the Division of Vocational Education to give full time attention to the improvement of the public information program.

RECOMMENDATION 6

The Division of Vocational Education and the Ohio Advisory Council should immediately form a joint task force to study the feasibility of contracted services related to vocational education and make recommendations for the consideration by the Council.

COUNCIL REPORT:

The legislature of Ohio has made provisions for a local school to contract for vocational services with proprietary schools for those vocational education services not made available by the public school. Such contracting authority is permissive, not mandatory.

RECOMMENDATION 7

The State Superintendent of Public Instruction should request leaders of the Ohio General Assembly to create a special legislative commission to study in detail problems existing between such groups as state licensing boards , professional associations, and vocational educators. Evidence seems to indicate that some of the problems inhibit the effort to assist students in preparing for career objectives.

COUNCIL REPORT:

The Commission on Vocational and Technical Education (Arnoff, Chairman) was made aware of this recommendation but no legislative action was taken by the 109th General Assembly. The matter is still open for further consideration.

House Bill 1083 was introduced into the legislature with support of the State Department of Education. The purpose of this bill is to limit the authority of regulatory boards governing licensed occupations with respect to the age and educational status of youth enrolled in programs to prepare for licensing. This bill was heard by a committee and recommended for passage in the house of Representatives. The bill is in the Rules Committee of the House at the present time.

RECOMMENDATION 8

The Division of Vocational Education should assist in providing specialized facilities, equipment and staff for the training of out-of-school youth and adults. The Council recommends that full-time leadership for adult education be provided at the state and local levels. If necessary, additional funds should be secured.

COUNCIL REPORT:

A full-time person has been assigned to encourage increased attention toward adult vocational education on the part of the staff members in the individual occupational services at the state level and to encourage increased efforts in adult vocational education within the local vocational education programs. No plans have been made, however, for separate facilities for adult vocational education except through the manpower training centers established in five of the major cities.

RECOMMENDATION 9

The Division of Vocational Education should not only encourage, but insist that local administrators of vocational education make more extensive use of local advisory and local craft committees. The Council recommends that at least one individual on the state staff be assigned this responsibility on a full-time basis.

COUNCIL REPORT:

Representatives of the Division of Vocational Education have continued to encourage effective use of advisory committees by local administrators of vocational education. A review of the effective use of advisory committees is included in the Program Review for Improvement, Development and Expansion of Vocational Education as implemented under the requirements of the Vocational Education Amendments of 1963. The Division of Vocational Education does require the establishment of advisory committees before the approval of any new program.

PROGRESS REPORT ON OBJECTIVES AS ADOPTED FOR FY '72 PROJECTED TO FY '76

OBJECTIVES		Fy '71	Fy '72	Fy '73	Projected Fy '76
1. To provide by 1976 a work orientation program for 940,892 or 83.4% of the 1,128,168 students, at the K-6 grade level, which will encourage constructive work attitudes in all youth.	Enrollment	11,316	15,223	63,513	940,892
2. To provide by 1976 a career orientation program for 283,957 or 83.8% of the 338,851 students, at the 7th and 8th grade level or 12 and 13 years of age to build a basis for a career exploration program realistic in light of all the circumstances surrounding them and the actual and potential labor market demands for gainful employment.	Enrollment	10,857	13,992	29,236	283,957
3. To provide by 1976 a career exploration program for 318,756 or 83.4% of the 382,202 students, at the 9th and 10th grade level, or 14 and 15 years of age.	Enrollment	4,790	10,432	25,725	318,756
4. To provide by 1976 a youth occupational work adjustment program for 76,440 or 100% of the 76,440 dropout prone students, which equals 20% of the youth in the 9th and 10th grade level, or below the age of 16 years.	Enrollment	2,966	3,895	5,540	76,440

OBJECTIVES	PROGRESS TOWARD OBJECTIVES			
	Fy '71	Fy '72	Fy '73	Fy '76
5. To provide by 1976 a preparatory job training vocational education program for 175,244 or 40% of the 438,112 students at the 11th and 12th grade level or 16 years of age and above, and other qualified groups, including: (a) Disadvantaged (b) Handicapped Total Enrollment	83,862	91,293	115,472	175,244
6. To provide by 1976 a post-secondary program for 33,032 or 3.7% of the 892,763 persons 18 to 22 years of age. Enrollment	13,911	19,746	22,000	33,032
7. To provide by 1976 retaining and upgrading vocational education program for 555,760 or 10% of the 5,557,600 adult workers; emphasis will be placed upon occupations in the construction industry. Enrollment	121,340	131,078	153,231	555,760
8. To provide by 1976 four residential vocational schools for 2,000 youth 16 to 21 years of age who can profit from this type of an instructional program. Enrollment	No federal funds have been appropriated for this objective in Public Law 90-576.			2,000

OBJECTIVES	PROGRESS TOWARD OBJECTIVES			
	Fy '71	Fy '72	Fy '73	Projected Fy '76
9. To provide by 1976 a vocational home economics consumer and homemaking education program, for 225,968 or 63.6% of 355,295 girls at the 9th through 12th grade level and 43,098 or 62.4% of the 69,068 adult women in a 1-year span which will prepare them for the role of homemakers in their dual role of homemaker and wage earner. Enrollment	76,622	86,730	92,707	269,066
10. To provide by 1976 a vocational home economics consumer and homemaking education and family life program for 12,369 or 55% of the 22,489 drop-out prone girls at the 7th and 8th grade level which equals 19.1% of the girls at the 7th and 8th grade level and 117,358 or approximately 75.7% of the 155,030 adult women in a 3 year age span living in the culturally and socially depressed areas. Enrollment	60,303	51,459	66,215	129,907
11. To provide by 1976 a vocational work study program for 52,573 or 30% of the 175,244 vocational students basically in the 11th and 12th grade vocational program, who are 15 through 21 years of age and who are in need of earnings from employment to pursue a vocational education program. Enrollment	901	944	1,700	52,573

COUNCIL ACTIVITIES

Council members continued to participate extensively in Council activities during the third full year of operation. The Council held 7 meetings during the year, including a 3-day workshop. The Council Public Meeting was held June 27, after proper publicity through the news media and many house organs. The Executive Committee met separately 7 times, and 13 subcommittees held a total of 31 meetings. Other meetings attended by Council members included:

American Vocational Association National Convention

Joint meetings of representatives of the National and State Councils

United States Office of Education

The Ohio State Board of Education

The Ohio Legislature and legislative meetings

The Ohio Vocational Association

Vocational youth meetings

Vocational seminars

Local vocational functions

National Ad Hoc Committee meetings to plan joint meetings and other activities

Council members devoted a total of 366 days to official business. Many additional hours were used in study, the preparation of reports and other matters related to the Council and Vocational Education. Some of the major activities of the Council follow:

1. Action regarding the Revised State Plan for Vocational Education for Fy 73:

a. Revised plan sent to Council members for study prior to the Council meeting

b. Strong emphasis placed on:
   Vocational Education for all youth and adults
   Special attention to the Disadvantaged and Handicapped

c. Commendation given State Staff for:
   Simplifying the report
   Setting time tables for achieving objectives

d. Revised State Plan approved by the Advisory Council

2. The Council contracted with Miami University (Ohio) for a study, now completed, to secure and analyze reactions of former high school students, dropouts and graduates. Its purpose was to determine:

a. The holding power of schools
b. The causes for student dropouts
c. Suggestions for improvement

(See Page 29 for more details)

3. An informal study made by Council members, related to the effectiveness of the Home Economics Junior High Impact and Family Life Vocational Education Programs in the inner city areas. Activities included:

a. A panel presentation, by coordinators and supervisors who work in the inner city, during a Council meeting

b. On-the-site visits by a Council sub-committee to study these programs in Cleveland and Dayton

c. A committee recommendation to the Council that additional programs be established and results evaluated.

(See Page 30 for more details)

4. The Council contracted with the Ohio State University Research Foundation for a study, which is in progress, to determine the allied health manpower requirements in Ohio. An increase in the number of trained people needed in the health service occupations prompted this study. Projections were needed in regard to:

a. The number of trained workers needed
b. Types of programs needed
c. The regional locations of the training programs

(See Page 31 for more details)

5. An informal study was made by Council members to determine the need for special services to the disadvantaged and handicapped and how they can be provided. The handicaps may be physical, social, emotional, economic or mental.

Procedures:

a. Council sub-committee visited:

The Flint, Michigan area
The Pontiac, Michigan area
The Jefferson Center, Toledo
The Penta County Joint Vocational School

Conclusions:

One student in six (minimum) needs some type of specialized help.

A school of considerable size is needed, to provide a large student base and tax base, if these services are to be provided economically. Legislation is needed to give authority to schools, and to provide finances.

(See Page 32 for more details)

6. The Council contracted with Market Opinion Research, a nationally known research organization, for a study now in progress to determine how adequately schools prepare graduates for:

a. First employment
b. Progress on the job
c. Need for additional training
d. Work attitudes
e. Day-to-day living

This evaluation will be based upon an analysis of responses to questionnaires completed by:

a. High School graduates
b. Parents of the graduates
c. Employers of the graduates

(See Page 34 for more details)

7. A study of school patterns of organization designed to provide vocational education, as they exist in comprehensive schools and in Joint Vocational School Districts, is being considered.

Procedure:

a. A Council sub-committee considered the matter and recommended further study before making a recommendation.

8. A review of the distribution of materials was made by the Council regarding vocational education and activities of the Council.

Procedures included:

a. The appointment of a committee to be responsible for distribution.

b. Organization of mailing lists to permit selective mailings.

c. An analysis of the major mailings during the year, which included:

500 copies of the 1971 Annual Report and 30,000 copies of a digest of the report in the form of a brochure

1000 copies of a report on 13 Public Forums held throughout Ohio

4000 copies of "Breakthrough," a Department publication on Vocational Education

2000 copies of a Council Education Research Report - "A Critical Look at the High School by Former Students."

15 issues of THE MESSENGER - a brief news sheet

4 news releases to 800 daily and weekly newspapers, radio and television stations, house organs and other publications

9. A review was made of the Career Education program in Ohio, including the Career Motivation program in grades K through 6, the Career Orientation program in grades 7 and 8 and the Career Exploration program in grades 9 and 10.

Procedures:

a. This was thoroughly discussed as the objectives of the five year plan were considered.

b. Dr. A. J. Miller, Project Director of the U.S.O.E. Model I Comprehensive Career Education project, presented to the Council an overview of the plan to conduct six model demonstration centers throughout the nation. A member of the Ohio Council, Dr. Willis Ray, is working with Dr. Miller and reports on objectives and progress to the Council.

c. Council members have visited Ohio centers in operation and have been impressed with their acceptance and results.

d. Council officers attended the Chicago Conference on Career Education, called by the U. S. Office of Education.

e. The Council is considering a series of statewide conferences on Career Education, in cooperation with the Ohio State Department of Education.

f. The Council is recommending to the Ohio State Board of Education that Career Education should be promoted, and encouraged through increased funding.

10. The Ohio Council recommended to Dr. Martin Essex, State Superintendent of Public Instruction and the Ohio State Board of Education, that a youth be appointed to the Advisory Council to represent the vocational youth groups.

a. The Ohio State Board appointed David Branham, immediate past president of the Ohio F.F.A. to represent the youth groups.

b. The Ohio State Board passed a resolution strongly endorsing vocational youth organizations, stating:

"Vocational Youth organizations should be encouraged as an integral part of vocational education instructional programs in public schools and should complement and enrich instruction.

"Vocational Education instructors should be encouraged to promote and serve as advisors of local units of the organization."

11. Consideration was given to the use of proprietary schools to provide vocational education through contracts.

Action:

a. Inquiries to other states regarding the use of proprietary schools revealed that comparatively little use is made of them.

b. The Ohio Legislature has made permissive provisions for local schools to contract with proprietary schools for vocational education services not available in the public schools.

c. Proprietary schools, under contract, must meet the same requirements as those required of public schools.

d. Guidelines for the approval of proprietary schools have been developed by the Ohio State Department of Education.

12. The Council Rules and Regulations were amended.

a. The procedure for the election of officers was made more definite.

b. The responsibilities of the Chairman, the Executive Committee and the Executive Director were defined.

13. A full-time Executive Director was employed, with adequate office facilities.

a. Warranted by the present extensive program with further expansion a possibility.

b. A number of candidates interviewed.

c. Mr. John Shannon, a teacher, principal, superintendent, and president of a technical college, was selected as he has shown a sincere and continued interest in vocational education. Term of office to begin August 1, 1972.

d. Office location - 5900 Sharon Woods Boulevard, Columbus, Ohio 43229.

14. Mandated changes in Council membership were made:

a. Terms of six members expired

b. Custom not to reappoint

c. Citations for Meritorious Service presented to:

Mrs. Harold F. Banister

Dr. Leo Dugan

Mr. Hugh Frost

Mr. Jesse Fulton

Mr. Ray Runser

Mrs. James Shellabarger.

RESEARCH AND EVALUATION

The Ohio Advisory Council engaged in a number of research and evaluation projects during the year. The results of these studies constituted the basis for recommendations to the Ohio State Board of Education and provided pertinent information which has been made available to the public.

Complete reports are available in the State Office of the Council.

A brief summary of each of these projects is included in this section.

A Critical Look at the High School

(Study contracted with Miami University - Ohio)

Purposes of the study:

1. Determine the percent of high school students enrolling in college from various types of high schools in Ohio.

2. Determine the holding power of our schools.

3. Reasons why students drop out.

4. Secure suggestions from former students, classes of 1964 and 1970, regarding their schools.

Procedures:

Secure, through questionnaires, opinions regarding their schools.

Outcomes of study:

1. Holding power:

   15% drop out during high school
   40% of graduates attend college -- about one-half of these will graduate
   7% enroll in other types of post secondary institutions

Opinions and suggestions regarding their high schools:

1. More than half of the dropouts responding said they would have finished high school if vocational education had been available. 64% of the dropouts enrolled in evening classes after dropping out.

2. Dropouts said they would have stayed in school if:

   Courses were more relevant and were geared to employment
   Students could earn while learning
   More emphasis was given to human relations
   Counseling services were more realistic

Some additional information gained through the study:

Reactions of graduates and dropouts toward school were remarkably similar.

Communication skill (English) was rated as most valuable.

Established attitudes and values are more readily acceptable as students get older.

Vocational graduates recommended more academic education.

Academic graduates recommended more vocational education.

Parents exert greatest influence on students in course selection.

Questions to be resolved:

What additional information can be secured from the study?

What is best use of 15,000 leaflets?

Home Economics Impact and Family Life Program

Ohio Vocational Economics Educators have made a definite effort to serve the disadvantaged, in economically depressed areas or in areas where high rates of unemployment exist, through Impact and Family Life Education programs. These were organized in both Metropolitan Housing projects and a pilot program in a rural Appalachian area of Southeastern Ohio. The Ohio Advisory Council was asked to review and evaluate the programs.

Impact is a homemaking pilot program for drop-out prone students in grades 7 through 9 in economically depressed areas. It utilizes a curriculum especially designed for the disadvantaged student, with emphasis on self concept, family life and consumer education. Teachers endeavor to involve parents in the educational program and one-third of the teacher's day is spent in direct work with students and parents in their homes. It is a serious effort to solve the problems of the disadvantaged students, so they can succeed as home, school and community members.

The Family program is for adults who live in poverty areas and is

designed to upgrade and improve their homemaking skills. More specifically, the programs seek to fulfill these objectives:

1. To promote better and more wholesome relationships within the family.

2. To promote the development of individual members of the family.

3. To promote more wholesome relationships between the community and the family.

4. To provide opportunities for the development of leadership and in-service training in family life education.

Small committees of Council members visited both the Impact and Family Life programs in Cleveland and Dayton. Teachers were found to be both dedicated and enthusiastic. Students were appreciative and an excellent attitude prevailed. Some suggestions for change were expressed:

1. The Family Life program should extend through the summer.

2. A Family Life program for males is needed.

3. Closer cooperation should exist between the Impact and Family Life programs.

4. The Impact program should begin at an earlier age.

5. Teachers need special training to be more effective.

The committee has recommended continued observation of these programs before final recommendations are made.

Health Service Occupations

Manpower statistics and projections indicate that there has been and will continue to be a great increase in health service occupations. Predictions are that 7 of 10 workers will be in service jobs by 1980 and that a high school education, with emphasis on occupational education, will be sufficient for 8 out of every 10 jobs. The Ohio Advisory Council is concerned that vocational education programs change in nature and number with these statistics and projections. Late in 1970 a Council Committee was appointed to help in the "Development of Vocational Education programs which will more adequately serve the Service Industry."

The Committee met with members of the Ohio Vocational Education staff to discuss the situation. Some problems exist:

1. Areas for training are not fully identified.

2. Many of the jobs have low pay scales.

3. The Health Occupations need people most urgently and it is difficult to locate clinical affiliations in many areas.

The Committee decided to concentrate its efforts in the Health Occupations area where the need is most urgent. A study will be made of those allied health occupations where critical vocational and technical education policy decisions are needed. The primary objectives of the study are:

1. To prepare a set of projections of the requirements for selected allied health occupations in the State of Ohio over the period 1972-85, and

2. To assess changes in the number of graduates of State Vocational and Technical education programs in Ohio that will be needed if these occupational requirements are to be satisfied.

The Center for Human Resource Research, Ohio State University, was asked to submit a proposal to study "Allied Health Manpower Requirements in Ohio," to be based on employment trends and estimates, and on 1970 census figures. The proposal was accepted and the study is in progress.

Supportive Services

The Supportive Services Sub-committee was appointed to review, through study and observation, outstanding examples of such services in Michigan and Ohio. The objectives of the committee were to:

1. Determine the scope of such services needed in the public schools.

2. Review the operation of such programs from the standpoint of applicability to the Vocational Education planning districts in Ohio.

3. Make recommendations to the State Advisory Council for Vocational Education concerning the place of supportive services in vocational education and the total education program.

The Supportive Services Committee, in addition to committee discussions, visited the following supportive services programs:

1. Mott Foundation Program, Flint, Michigan
2. Oakland County, Michigan
3. Pontiac, Michigan
4. Jefferson Center, Toledo, Ohio
5. Penta County Joint Vocational School, Perrysburg, Ohio

A review of the experiences at Mahoning Valley Vocational Center (a residential center organized for students who dropped out of high school) indicated that over one-half of all youth enrolled were eligible for vocational rehabilitation services and had not had such services. Clearly, many youth who dropped out of school are physically and mentally unable to participate successfully in the program.

Visitations reported above enabled the Committee to observe many fine examples of supportive services rendered needy students. Of special note was the new Vocational Rehabilitation Center in Toledo, Ohio. This center for youth who have dropped out or plan to drop out of school relates the services of vocational rehabilitation, vocational education, basic education and personal growth. It is limited to youth 14 years of age and above.

The Sub-Committee for Supportive Services holds the opinion that many students need supportive assistance to participate in Vocational Education, and thereby prepare themselves for employment. To make this possible the system of public education should:

1. Accept a leadership role in relating the agencies that provide supplementary or supportive services to the youth in school.

2. Provide for early identification of social, physical, mental and emotional handicaps of students and identification of sources of services which will enable all young people to participate.

3. Establish communication between the sources of services and school authorities, including the director, with appropriate mutual respect.

4. Encourage the offering of vocational rehabilitation services, down to the first grade, rather than age 14.

In addressing itself specifically to Vocational Education Services under public education, the Committee recommended:

1. Legislation that would enable jointures and other larger school units to establish Resource and Service Centers, through which services such as Special Education, Work Evaluation, Work Assessment, Psychological and Health Services can be provided.

2. Vocational Education programs should continue to provide basic education as a part of the Vocational program for those youth and adults who need it.

3. The cooperation between Vocational Rehabilitation Services and the Division of Vocational Education be continued and expanded.

4. That other agencies with supportive services be related to the public schools by efforts of the Division of Vocational Education and/or other units of the State Board of Education.

After this observation and study the Supportive Services Committee believes that it is essential that the public schools accept and implement a basic tenet of education, *THAT EDUCATION MUST BE CONCERNED WITH THE WHOLE CHILD*.

The Sub-Committee suggested that the Council make a strong recommendation regarding Supportive Services in its Annual Report to the Ohio State Board of Education.

Young Adult Study

In July 1971 the Ohio Advisory Council identified five Concerns for additional study. One of these related to the "Relevance of Vocational Education to Employment and Living." To achieve this the Council decided to seek the opinions of former students, their parents and their employers regarding their high school programs.

The Ohio Department of Education had contracted with Market Opinion Research, a reputable research organization, to determine the young adults' and their parents' perceptions of the adequacy of the preparation for a career and/or post secondary education they received in Ohio secondary schools. Department officials invited the Council to build upon this study, if it seemed desirable, and the Council accepted. Much information desired by the Council relating to the opinions of former students and their parents was made available to the Council. However, opinions of employers relating to initial job competencies of graduates were also desired by the Council.

To secure these employer opinions the Council contracted with the same research organization to interview a total of 250 vocational graduates, and a like number of non-vocational graduates, all selected at random, and employers of the total group. The responses will be analyzed and the results published in a report later this year.

APPENDIX

Finance Statement
Budget and Expenditures
July 1, 1971 - June 30, 1972

Appropriation $95,892.00

Expenditures	Budget		Expenses	
Equipment		$ 500.00		$ 762.85
Office Expenses				
Rent	$ 360.00		$ 360.00	
Supplies, Mailings, Printing and Communications	$ 2,000.00		$ 6,920.00	
Totals		$ 2,360.00		$ 7,280.00
Personnel				
Secretary	$ 3,600.00		$ 2,329.74	
Executive Director	10,000.00		13,122.00	
Information Specialist	800.00		810.17	
Totals		$14,400.00		$16,261.91
Council Expenses				
Honoraria	$20,000.00		$20,850.00	
Travel	6,000.00		13,378.24	
Meeting Expenses	500.00		1,819.78	
Totals		$26,500.00		$36,048.02
Research and Evaluation		$52,132.00		$ 6,309.23
Contractual Obligations				$15,120.00
Balance available for New Projects				$14,109.99
Totals		$95,892.00		$95,892.00

1973
OBJECTIVES FOR VOCATIONAL EDUCATION IN OHIO
APPROVED BY THE OHIO DEPARTMENT OF EDUCATION

As recommended by
THE OHIO DIVISION OF VOCATIONAL EDUCATION *

Objective No. 1

To provide by 1980 a career motivation program for all youth at the elementary school level, which will encourage constructive work attitudes adjusted to 1977 to provide for 784,773, or 66.0% of the 1,188,904 students at the K-6 grade level.

Objective No. 2

To provide by 1980 a career orientation program for all youth 12 and 13 years of age to build a basis for a career exploration program realistic in light of all the circumstances surrounding them and the actual and potential labor market demands for gainful employment adjusted to 1977 to provide for 225,520, or 61.5% of the 366,785 students at the 7th and 8th grade level or 12 and 13 years of age.

Objective No. 3

To provide by 1980 a career exploration program for all youth 14 and 15 years of age adjusted to 1977 to provide for 239,246, or 60.2% of the 397,104 students at the 9th and 10th grade level or 14 and 15 years of age.

Objective No. 4

To provide by 1980 an occupational work adjustment program for all dropout prone youth below the age of 16 years, adjusted to 1977 to provide for 27,675, or 36.5% of the 75,847 dropout prone students, which equals 19.1% of the youth in the 9th and 10th grade level or below the age of 16 years.

*These objectives were approved by the Ohio Advisory Council for Vocational Education.

Objective No. 5

To provide by 1974 a preparatory job training vocational education program for 40% of all the high school youth 16 years of age and above, and other qualified groups, adjusted to 1977 to provide for 185,472, or 44.4% of the 417,940 students at the 11th and 12th grade level or 16 years of age and above, and other qualified groups.

This includes 75% of the disadvantaged school youth who have academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational education program adjusted to 1977 to provide for 47,018, or 75% of the 62,691 disadvantaged school youth which equals 15% of all youth at the 11th and 12th grade level or 16 years of age and above, and 50% of the handicapped high school youth, who because of their handicap, cannot succeed in a regular vocational education program adjusted to 1977 to provide for 20,897, or 50% of the 41,794 handicapped school youth which equals 10% of all youth at the 11th and 12th grade level or 16 years of age and above.

Objective No. 6

To provide by 1982 a post-secondary vocational program for 5% of persons 18 through 21 years of age, adjusted to 1977 to provide for 32,800, or 3.7% of the 887,986 persons 18 through 21 years of age.

Objective No. 7

To provide by 1982 retraining and upgrading vocational education programs for 7% of all adult workers, adjusted to 1977 to provide for 230,473, or 4.7% of the 4,950,800 adult workers.

Objective No. 8

To provide by 1977 four residential vocational schools for 2000 youth 16 to 21 years of age who can profit from this type of an instructional program.

Objective No. 9-a.

To provide by 1985 a 2-year vocational home economics consumer and homemaking education program for all high school girls, which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1977 to provide for 116,477, or 62.7% of 371,500 girls at the 9th through 12th grade level.

Objective No. 9-b

To provide by 1985 a vocational home economics consumer and homemaking education program for women which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1977 to provide for 17,864, or 25.7 of the 69,492 women in a 1 year age span.

Objective No. 10-a

To provide by 1985 a one-year vocational home economics consumer and homemaking education and family life program for students at the 7th and 8th grade level living in culturally depressed areas, adjusted to 1977 to provide for 4,849 or 22.3% of the 21,750 dropout prone girls at the 7th and 8th grade level which equals 20.1% of the girls at the 7th and 8th grade level living in culturally depressed areas.

Objective No. 10-b

To provide by 1985 a vocational home economics consumer and homemaking education and family life program for women living in culturally depressed areas, adjusted to 1977 to provide for 79,546, or 59.7% of the 133,352 women in a 3 year age span living in culturally depressed areas.

Objective No. 11

To provide by 1980 a vocational work study program for 5% of the students enrolled in a job training program, who are 15 through 21 years of age, and who are in need of the earnings from employment to pursue a vocational education program, adjusted to 1977 to provide for 3,710, or 2% of the 185,472 vocational students basically in the 11th and 12th grade vocational program, who are 15, but less than 21 years of age, and who are in need of earnings from employment to pursue a vocational education program.

VOCATIONAL EDUCATION OFFERINGS IN OHIO
1971 - 1972

The Ohio Division of Vocational Education, Ohio Department of Education, is to be commended for the broad program of Vocational Education available to youth and adults in Ohio. These offerings are based on the needs of business, industry, labor, home economics and agriculture. For high school students a determined effort is being made to have available a minimum of 20 classes in 12 programs of vocational education. For out-of-school youth and adults who need upgrading or retaining, full-time and part-time programs are available day and night.

Training is given in these 153 occupational areas:

AGRICULTURAL EDUCATION

Agricultural Production
Agricultural Supplies
Agricultural Power and Machinery
Agricultural Products
Horticulture
Agricultural Resources
Forestry

BUSINESS AND OFFICE EDUCATION

Accounting and Computing
Business Data Processing Systems
Filing, Office Machines and Clerical
Duplicating Machine Operators
General Office Clerks
Office Machines Operators
Information and Communication
Materials Support Occupations
Personnel, Training and Related
Stenographic, Secretarial and Related
Supervisory and Admin. Management
Typing and Related

DISTRIBUTIVE EDUCATION

Advertising Services
Apparel and Accessories
Automotive
Finance and Credit
Floristry
Food Distribution
Food Services
General Merchandise
Hdwe., Bldg. Matls, Farm and Garden Supplies and Equipment
Home Furnishings
Hotel and Lodging
Industrial Marketing
Insurance

DISTRIBUTIVE EDUCATION
(continued)

- International Trade
- Personal Services
- Petroleum
- Real Estate
- Recreation and Tourism
- Transportation

HEALTH

- Dental Assistant
- Dental Hygienist
- Dental Lab. Technology
- Medical Lab. Technology
- Medical Lab. Assisting
- Nurse, Associate Degree
- Nurse, Practical
- Nurse's Aide
- Psychiatric Aide
- Occupational Therapy
- Physical Therapy
- Radiologic Technology
- Optometrist Assistant
- Environmental Health Assistant
- Mental Health Technician
- Medical Assistant
- Community Health Aide
- Medical Emergency Technician
- Food Service Supervisor
- Mortuary Science
- Electrocardiograph Technician

HOME ECONOMICS EDUCATION

- Care and Guidance of Children
- Clothing Management, Production and Service
- Food Management, Production and Service
- Home Furnishings, Equipment and Services
- Institutional and Home Management and Supportive Services

TECHNICAL EDUCATION

- Aeronautical Technology
- Architectural Technology
- Automotive Technology
- Civil Technology
- Electrical Technology
- Electronics Technology
- Electro-Mechanical Technology
- Environmental Control Technology
- Chemical Technology
- Industrial Technology
- Medical Technology
- Scientific Data Processing
- Fire and Safety Technology
- Forestry Technology
- Police Science Technology
- Ceramics
- Welding Technology
- Graphic Technology

TRADE AND INDUSTRIAL EDUCATION

Air-Conditioning
Air-Conditioning and Cooling
Air-Conditioning and Heating
Appliance Repair
Automotive Ind. Body and Fender
Automotive Ind. Mechanics
Automotive Ind. Specialization
Aviation Occupations
Aircraft Maintenance
Aircraft Operations
Ground Operations
Blueprint Reading
Business Machine Maintenance
Commercial Art Occupations
Commercial Fishery Occupations
Commercial Photography Occupations
Carpentry
Electricity
Heavy Equipment
Masonry
Painting and Decorating
Plastering
Plumbing and Pipe Fitting
Glazing
Custodial Services
Diesel Mechanic
Drafting Occupations
Electrical Occupations
Industrial Electrician
Lineman
Motor Repairman
Electronics Occupations
Communications
Industrial Electronics
Radio/Television
Fabric Maintenance Services
Foremanship, Supvn. and Mgm. Dev.
Graphic Arts Occupations
Instruments Main. and Repair Occup.
Metalworking Occupations
Foundry
Machine Shop
Machine Tool Operation
Metal Trades
Sheet Metal
Welding
Tool and Die Making
Metallurgy Occupations
Cosmetology
Plastics Occupations
Fire Fighting Training
Law Enforcement Training
Emergency and Rescue Training
School Bus Driver Training
Quantity Food Occupations
Baker
Cook/Chef
Meat Cutter
Waiter/Waitress
Refrigeration
Small Engine Repair
Stationary Energy Sources
Electrical Power and Generating Plants
Plumbing Plants
Textile Prod. and Engineering
Dressmaking
Tailoring
Leatherworking
Upholstering
Millwork and Cabinet Making

These programs are offered through Vocational Education programs in 9 major cities, 22 Joint Vocational School Districts and a major portion of Exempted Village and Local Districts. An additional 24 Joint Vocational School Districts are organized and planning for the future.

Published by

THE OHIO ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
Warren G. Weiler, Executive Director - 1971-72
John J. Shannon, Executive Director - 1972-73

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